

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	East Sheen Primary School				
Academic Year	2018-19	Total PP budget	£87,760	Date of most recent PP Review	02/19
Total number of pupils	535	Number of pupils eligible for PP	65	Date for next internal review of this strategy	02/20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	67%	65%
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	100%	
% making expected progress in mathematics (as measured in the school)	100%	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Emotional and mental health challenges
B.	Limited language skills
C.	Lack of educationally enriching experiences
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Low attendance for some

<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Children build self esteem and resilience and are able to focus on their learning	Children demonstrate a “can-do” attitude, are proud of their achievements and show resilience and persistence in their learning. Outcomes show excellent progress.
<b>B.</b>	Vocabulary and language skills are developed further	Children are able to read and understand age appropriate texts and enjoy reading. Children can write for different audiences using appropriate vocabulary and a range of devices to engage readers, This includes using technical language accurately and expressive language to connect with the reader. Children are able to articulate their thoughts to deepen their understanding.
<b>C.</b>	Children enjoy meaningful educational experiences both inside and outside the classroom	Children experience quality first teaching, high quality support and many opportunities to re-enforce their learning and set it in relevant context. All children will access workshops, school visits to museums and other educational sites, the opportunity for two residential trips, field trips and outdoor learning. All children have the opportunity to perform (drama and music). All children have opportunities for extra-curricular clubs of interest.
<b>D.</b>	School attendance is good	Attendance data for this group is above national average.

5. Review of expenditure				
Previous Academic Year		2018-2019		
<b>i. Quality of teaching for all</b>				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Quality first teaching.	Strong outcomes for all	Yes. Well above average progress measures in RWM.	Value of excellent CPD; a culture of excellence, commitment and personal development	AWPU
<b>ii. Targeted support</b>				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
HLTA/TA support	Children make accelerated progress	Yes. All children made well above average progress in all subjects.	Very effective interventions for all children in all year groups.	£42,200
SEMH programmes/emotional support/enrichment	Children feel positive in school and are able to focus and learn.	Yes; some of our most emotionally vulnerable children met the expected standards, performed in concerts and drama productions, represented the school in sports and gave very positive responses in the pupil survey.	These programmes are vital to enable children to learn and develop strategies to support them to manage their difficulties.  Drama therapy (15400) is a high cost intervention with positive impact, but can only be accessed by a small number of children.	£41,740

Note: **AWPU** referred to in the table is the schools national funding formula, and stands for Age Weighted Pupil Unit

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Resources to support individual catch up programmes	Fun, engaging resources-(quick repeated activities-low risk assessment) support transfer of knowledge to long term memory	Children made very good progress.	Targeted catch up programmes support children to make the progress needed to perform at age related expectations.	£2,040
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional EWO time	Attendance is good so children access learning.	Attendance for this group is good, Individual case studies show attendance remains a concern, particularly when there are parental mental health issues.	EWO involvement supports the school to raise awareness of the importance of attendance and severity of consequences for non-attendance. EWO involvement has highlighted families with particular issues and Early Help has been sought.	£200
			<b>Total Cost</b>	<b>£86,180</b>

<b>6. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-2020 £85,460</b>			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Quality First Teaching	Progress for all remains very strong	Experience and data over the last 3 years.	Quality CPD (including for support staff). Observations of teaching and learning. Progress meetings termly. Team curriculum planning. Faculty reviews. Reflection. Trust and support for creativity/initiative. Risk taking.	Head Teacher	Monitored regularly. Review through Teacher Appraisal termly, progress meetings termly and on release of KS2 data.
<b>Total budgeted cost</b>					<b>AWPU</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
HLTA/TA support	Accelerated progress. RWM achieved.	Experience. Data showing well above average progress in RWM. Attainment gap closed.	Regular reviews. Observations. Progress meetings. Data analysis. In class support. Targeted interventions, short, sharp and rotated to ensure children access full curriculum offer.	SENDCo	Monitored regularly through progress meetings, observations. Reviewed at termly progress meetings, or more frequently if interventions are not delivering intended impact. Review after KS2 data released.
SEMH support	Children have resilience and sense of self worth to access learning.	Experience. Individual case studies show critical importance of emotional support for vulnerable children. Outcomes for this group. Support enables children to access the learning. Pupil survey responses are positive about learning and school experience.	This has to be right before any learning can happen.	FF	Special Resource Provision (SRP), including outreach programmes reviewed annually (and biannually by Achieving for Children). Progress meetings termly, but flexible programme and reviews depending on individual children's presenting needs. Very fluid!

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Resources for catch up programmes	Children commit learning to long term memory and make good progress	Impact of intervention last year-progress data, outcomes	Monitoring of intervention, progress measures for individuals Progress meetings	SENDCo	
<b>Total budgeted cost</b>					<b>£69,260</b>

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Access to extra curricular opportunities	Gap closes. Children access a range of interest- driven opportunities. Children have breakfast, a calm start to the day, support for homework, comprehension, maths skills, sport, cooking, MFL, music, Art,. Science, gardening	Pupil survey shows that children enjoy coming to school. High take-up of breakfast club places. A good breakfast and readiness for day ahead allows good learning to take place. All free places are taken at the various clubs. These clubs and experiences build children's confidence and sense of self - value. Children	Careful records of what has been offered, to whom and of uptake. Equal and fair offers, so all children have an opportunity to access extra-curricular experiences. Offers of financial support before commitment to a residential trip. Data on uptake	Debbie Canner	Half-termly to ensure equal access. Termly through progress meetings. Annually through Pupil Survey and outcomes data, Sports Premium data-representation and participation, school trip data

Access to extra curricular opportunities (cont.)	Children are not excluded from workshops and trips due to deprivation. Rackets Cubed programme (charity) gives children access to elite venues/coaching, talent spotted.	discover talents and strengths. Children are fully included and feel part of the community. Parents feel supported-chances they cannot offer and help around childcare.			Cost	£16,000
EWO support	Attendance is good	Children need to be in school to access learning	Regular meetings with EWO Absence monitored Action taken where	Debbie Canner	200	
<b>Total budgeted cost</b>						<b>£85,460</b>